**Teacher’s Rating Scale**

**Articulation Evaluation**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_ (Signature)

**Please complete this form based upon observation of your student’s speech production over the past month and return it to the speech-language pathologist. Your observations will help determine whether this student’s communication problem is adversely affecting his/her educational performance. This document will be included in the student’s final report; thus, it should be completed in ink.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Severe Difficulty | Moderate Difficulty | Mild Difficulty | Average | Above Average |

1. **Classroom Participation**

Initiates conversations, answers questions, 1 2 3 4 5

volunteers to respond verbally

1. **Intelligibility**

Is readily understood and does not need 1 2 3 4 5

to repeat verbal responses frequently

1. **Reaction of Peers to Speech Errors**

Peers are accepting of speech errors. 1 2 3 4 5

1. **Reaction of Adults to Speech Errors**

Teachers and other adults interact with and/or call 1 2 3 4 5

on the student despite speech characteristics.

1. **Please show evidence of speech errors impacting academic functioning:**

(Work samples are welcome.)

* 1. **Reading**
  2. **Spelling**
  3. **Writing**
  4. **Class Discussions/Presentations**

(Chapel Hill-Carrboro City Schools)

**Teacher Input—Speech Sound Production**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_**

*Your observations and responses concerning the above student will help determine if a sound production problem which adversely affects educational performance. Please return the completed form to the speech and language pathologist.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. Is this student’s intelligibility reduced to the extent that you find it difficult to understand him/her?   If Yes, check appropriate description:  \_\_\_\_\_ Occasional Difficulty  \_\_\_\_\_ Frequent Difficult  \_\_\_\_\_ Considerable Difficult  Student’s speech is \_\_\_ % intelligible even though some sound errors may be present. Check one.   * 1. Does this student appear frustrated or embarrassed because of his/her production errors?   2. Does the student avoid speaking in class or in other situations because of his/her production errors?   3. Has this student ever expressed concern about his/her production errors?   4. Does the student’s speech distract listeners from what the student is saying?   5. Does the student have age-appropriate awareness of sounds in words and ability to rhyme, segment, and manipulate sounds in words?   6. Does the student make the same errors when reading aloud as s/he does when speaking?   7. Does the student have difficulty discriminating sounds and/or words from each other?   8. Does the student make spelling errors that appear to be associated with speaking errors?   9. Does the student self-correct articulation errors?   10. Does the student have reading problems due to articulation problems?   11. Does the student mispronounce during reading of words containing error sounds?   12. Rate the impact of the student’s speech errors on his/her social, emotional, academic and/or vocational functioning. Check one:   \_\_ does not interfere \_\_minimal impact  \_\_ interferes \_\_seriously limits | Yes  \_\_\_ | No  \_\_\_  \_\_50% | Sometimes  \_\_\_ | N/A  \_\_\_ |
| \_\_25% \_\_50% \_\_70% \_\_80% \_\_90% \_\_100% | | | |
| \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_ | \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_ | \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_ | \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_  \_\_\_ |

Do you have any other observations relating to the articulation skills of this student? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It is my opinion that these behaviors:

\_\_\_\_ ***Do no***t adversely affect educational performance

\_\_\_\_ ***Do*** adversely affect educational performance

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**

Classroom Teacher Signature Date

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Examination of Oral Peripheral Mechanism**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ Examiner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Facial Appearance** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Lips**
   * Appearance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Habitual posture Closed\_\_\_\_\_\_\_\_\_ Parted\_\_\_\_\_\_\_\_\_
   * Mobility Press\_\_\_\_\_\_\_\_\_\_ Purse\_\_\_\_\_\_\_\_\_\_ Retracts\_\_\_\_\_\_\_\_\_\_
3. **Jaw Mobility** Sufficient\_\_\_\_\_\_\_\_ Insufficient\_\_\_\_\_\_\_\_\_ Excessive\_\_\_\_\_\_\_\_\_
4. **Tongue**

Appearance at rest: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Size Appropriate\_\_\_\_\_\_\_ Too large\_\_\_\_\_\_\_ Too small\_\_\_\_\_\_\_\_

Protrusion\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tremors\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Deviation\_\_\_\_\_\_\_\_\_\_\_\_\_

Mobility Elevation\_\_\_\_\_ Lateralization\_\_\_\_\_\_ Licks lip with tongue\_\_\_\_\_\_

Lingual Frenum\_\_\_\_\_\_ Moves independently with jaw\_\_\_\_\_\_\_

Sweeps palate from alveolar ridge\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Palate**

Appearance of hard palate\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length of soft palate\_\_\_\_\_\_\_\_\_\_\_\_\_

Mobility\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gag Reflex\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Closure evidently complete\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Uvula: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length \_\_\_\_\_\_\_\_\_\_ Mobility \_\_\_\_\_\_\_\_ Bifid \_\_\_\_\_\_\_\_\_\_\_\_

1. **Diadochokineses**

Papapa – (avg. =3-5 ½) \_\_\_\_\_\_\_\_\_\_\_\_\_ kakaka – (avg. = 3 ½ - 5 ½) \_\_\_\_\_\_\_\_\_\_\_

Tatata – (avg. =3-5 ½) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ putuku – (avg. = 1-1 ¾) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Below=less than 1 per sec.) \_\_\_\_\_\_\_\_\_\_\_

(Above=more than 1 per sec.) \_\_\_\_\_\_\_\_\_\_

(See instructions for assessment of diadochokinetic rate.)

1. **Tongue Thrust**

Does s/he swallow with teeth apart? Yes\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_

Can you see the tongue when s/he swallows? Yes\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_

If s/he swallows with the lips closed,

can you see tensing of the chin? Yes\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_

1. **Dental observations** Spacing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Missing teeth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alignment: normal\_\_\_\_\_\_\_\_\_\_\_\_\_ misaligned\_\_\_\_\_\_\_\_\_\_\_\_\_ spaced\_\_\_\_\_\_\_\_\_\_\_\_\_

Condition: good\_\_\_\_\_\_ slight decay\_\_\_\_\_ moderate decay\_\_\_\_\_ excessive decay\_\_\_\_\_

Occlusion : normal\_\_\_\_\_\_\_\_ overjett\_\_\_\_\_\_\_ edge to edge\_\_\_\_\_\_\_ crossbite\_\_\_\_\_\_\_\_

1. **Breathing** Mouth breather? Yes\_\_\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_\_\_

Other deviations noted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Comments** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPEECH SOUND PRODUCTION SEVERITY RATING SCALE**

**Determination of Speech Impairment: Articulation**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date of Rating \_\_\_\_\_\_\_ DOB \_\_\_\_\_\_\_ Age \_\_\_\_\_\_\_\_\_ SLT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sound Production | **0**  No sound/phonological process errors; errors consistent with normal development. | **1**  Sound errors/ phonological processes less than one year below age | **3**  Sound errors/phonological processes one to two years below age | **4**  Sound errors/phonological processes two or more years below age |
| Stimulability | **0**  Most errors stimulable in several contexts | **1**  Most errors stimulable in at least one context | **2**  Although not correct, most errors approximate correct production | **4**  No error sounds are stimulable for correct production |
| Oral Motor  and/or  Motor Sequencing | **0**  Oral motor and/or sequencing adequate for speech production | **0**  Oral motor and/or sequencing difficulties are minimal and do not contribute to speech production problems | **3**  Oral motor and/or sequencing difficulties interfere with speech production | **4**  Oral motor and/or sequencing greatly interfere with speech production, use of cues, gestures or AD needed |
| Intelligibility | **0**  Connected speech is intelligible | **2**  Connected speech is intelligible; some errors noticeable; more than 80% intelligible | **4**  Connected speech sometimes unintelligible when context is unknown; 50-80% intelligible | **6**  Connected speech mostly unintelligible; gestures/cues usually needed; less than 50% intelligible |

Instructions: 1. Do not include regional or dialectal differences when scoring.

2. Circle the score for the most appropriate description for each of the four categories, i.e., *Sound Production*, *Stimulability*, *Oral Motor*, *Intelligibility*.

3. Compute the total score and record below.

4. Circle the total score on the bar/scale below.

Note: Disability standards for Phonological Processing require ratings at the Moderate, Severe, or Profound Levels of Severity.

**3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18**

**Mild Moderate Severe to Profound**

**TOTAL SCORE \_\_\_\_\_\_\_\_\_\_**

Based on compilation of the assessment data, this student scores in the *Mild*, *Moderate* or *Severe* range for Speech Sound Production. \_\_\_\_Yes \_\_\_\_No

There is documentation/supporting evidence of adverse effects of the Speech Sound Production on educational performance. \_\_\_\_Yes \_\_\_\_No

(BOTH STATEMENTS ABOVE MUST BE CHECKED YES)

**\*Determination of eligibility as a student with a Speech and/or Language Impairment is made by IEP Team**